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ABSTRACT

Intended for parent educators, this facilitator's guide outlines a parent workshop on helping children with homework. The guide first presents a framework for both a 1-hour and 2-hour workshop, based on a companion video. The remainder of the guide corresponds to the video, presenting suggestions for discussion prior to and after viewing the video, and questions geared to specific sections of the video. The 19-minute video presents suggestions for parents, divided by grade level (K-1, 2-5, middle school, and high school), on helping their children complete homework assignments and major projects. Areas covered include the study environment, reading and math, communicating with a child's teachers, and adolescent development. (HTH)

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Successful Parenting

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Part Five:

School Success Takes Teamwork:

Taming The Homework Monster

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Facilitator's Guide

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Successful Parenting

Hi!

As a teacher and school counselor for 20 years, I worked with children, their teachers, and their parents or guardians. I am convinced that children want to succeed and that parents and guardians do try to do a good job of raising their children. I believe that parenting is the ***toughest job*** *there is, and yet, it is the one for which we get very little training. I want to change that.*

Successful Parenting *has been produced to accomplish that goal. "School Success Takes Teamwork: The Basics" and "School Success Takes Teamwork: Taming the Homework Monster" are part of the* Successful Parenting *series. Each of them comes with a facilitator's guide. Also in the series is the Heart of Parenting Package, consisting of "Self-Esteem is the Key", "Communication is Crucial", and "Discipline Makes the Difference", each of which comes with a facilitator's guide and a user's guide. There is also a workbook for parents on all three subjects of self-esteem, communication, and discipline which parallels the videos and is written on a third to fourth grade reading level. This Heart of Parenting Package is also available in Spanish, with the tapes and the user's guides in Spanish and the facilitator's guide in English.*

We are delighted that you have selected our materials to use in your workshop or class . It is our fervent hope that you and those attending your workshop will view this video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this class or workshop can be happier and have fewer problems both now and in the future.

We hope the materials in this series will help you and your workshop participants become even more skillful at the art of parenting.

Barbara Lynn Taylor

Barbara Lynn Taylor

Notes to facilitators:

Please feel free to use your own words, to tailor the discussion to the particular group you're working with, and to put lots of YOU into it. That's what will make your workshop special!

- *"Stage" directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

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What you need to conduct a workshop:

1. The videotape-"School Success Takes Teamwork: Taming the Homework Monster".
   (This is copyrighted and may not be duplicated.)
2. A copy of each handout found on pages 26 and 27 in this Facilitator's Guide for each participant.
   (Please do duplicate these.)
3. A pencil for each participant.
4. This Facilitator's Guide.
5. A board and chalk or flip chart and markers may be helpful to you.
6. Energy, enthusiasm, and patience.

Suggested time frame for a one-hour workshop:

• *Do Part I, "Before Viewing the Video".*	*5 minutes*
• *Distribute the two handouts and urge participants to record their thoughts as the workshop progresses.*	*3 minutes*
• *Show the video, "School Success Takes Teamwork: Taming the Homework Monster".*	*17 minutes*
• *Discuss the first minute.*	*5 minutes*
• *Discuss the general suggestions.*	*7 minutes*
• *Discuss the remaining 6 sections. You may choose to do:* *all 6 sections for 3 minutes each.* *4 of them for 4 1/2 minutes each.* *2 of them for 9 minutes each.* *... or whatever works for you and your group!*	*18 minutes*
• *Summarize, go over "My Personal Plan", set personal goals, and make commitments.*	*5 minutes*

Suggested time frame for a two-hour workshop:

• *Do Part I, "Before Viewing the Video".*	*5 minutes*
• *Distribute the three handouts and urge participants to record their thoughts as the workshop progresses.*	*3 minutes*
• *Show the video, "School Success Takes Teamwork: Taming the Homework Monster".*	*17 minutes*
• *Discuss the first minute.*	*10 minutes*
• *Discuss the general suggestions.*	*20 minutes*
• *Discuss the remaining 6 sections. You may choose to do:* *all 6 sections for 10 minutes each.* *4 of them for 15 minutes each.* *2 of them for 30 minutes each.* *... or whatever works for you and your group!*	*60 minutes*
• *Summarize, go over "My Personal Plan", set personal goals, and make commitments.*	*5 minutes*

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SUGGESTIONS FOR THE FACILITATOR:

Welcome each of your workshop participants individually, if possible. Try to find out their names and something about why they came to the workshop. You may want to survey the group either one-at-a-time or after they gather as to the ages, sexes, and names of their children. If they are teachers, find out what grade level they teach. That will help you personalize your comments later as you lead the discussions.

It is important that you know your audience and that you try to be sensitive to their levels of comprehension with respect to concepts and vocabulary. Teach to those levels.

You may want to set a tone of respect by saying something like, **"Before we begin, let's all agree on confidentiality in this group. For each of us to feel safe in expressing our thoughts and feelings today (tonight), we need to be assured that nothing will be repeated outside this group. Ok?"**

As you lead the discussions, keep in mind that you want to challenge your participants to think and to relate the ideas to their own situations. You don't want to put them on the spot or ask them to reveal personal information unless <u>they</u> want to. Look for those outgoing talkative members of your group. (There will always be some.) Involve them and others will probably follow. Use the skill of linking to show the connection between a comment one participant made and one another shared. That strengthens the lesson and builds the self-esteem and confidence of the members of the group.

Some people are auditory learners and will "get it" from the words they hear from you, the video, and the others present. Some are visual learners, so you may want to use a blackboard or a flip chart. Some learn well from either, so they'll appreciate both techniques.

Remember, you don't have to answer every question that you're asked. Often it is very effective to toss it back to the group. After group members have expressed ideas, be careful not to shoot them down. If you really think they're way off base, you may want to try saying something like, "Ok, could we look at it like this.....?"

There is skill to being an effective presenter. You already have the most important qualities. Read about it and then practice. You'll get better each time.

The intention of the next section, called, "Before Viewing the Video", is to stimulate interest and to encourage the viewers to watch with a purpose.

NOTES:

I. BEFORE VIEWING THE VIDEO

Is homework a real monster around your house? Are you tired of the arguments, late nights, low grades, embarrassment, and tears that result from homework problems?

Most parents feel they have battled the homework monster at some point in their children's school career. Some are lucky and the monster only makes an occasional visit, while, for others, it is an every evening nightmare.

Nobody told you about this part when you so gleefully announced the pregnancy, did they? But it is part of parenthood and must be done well. The fact that you are at this workshop (or "class") is a positive step for you and your children. Good for you!

1. Who would be willing to kick this off by sharing some of the homework horrors you've had around your house? *There may be some quick volunteers, but it is possible that you'll have to tell a tale of your own to get it going. Have your story ready. Perhaps after your story, someone else will chime in.*

2. **Can you share any success stories, that is, something you tried that helped to tame this homework monster?** *Answers will vary. Say this next line if it fits.* **That's great that you have so many good ideas already. We're going to hear some more when we watch this video.**

Now, distribute copies of the handout, "Check to See Where the System Is Breaking Down". **I am giving you this handout so you don't have to write so much down during the video. It is yours to keep.**

Now give each participant a copy of "My Personal Plan".

This handout, "My Personal Plan", is for you to make notes on during the video and the rest of the workshop (or "class"). The left column is for those things you already do well *(and make sure they do write those down!)* **and the right column is for the things you want to try with your family.** *Stress that this is not "I'm good at..." and " I'm bad at...."!!!* **You don't have to let anyone else see this paper if you don't want to.**

As you view this video, remember, nobody does it all right! Pat yourself on the back for those things you consistently do well. If you hear a suggestion that sounds interesting and you think it could help you and your children, make a personal commitment to try it. You'll be helping your children and you'll feel better about yourself as a parent.

We have placed two seconds of black screen between the sections of this videotape, so that you may stop it at various points and give yourself some choices in the way you structure your workshop.

Here are some possibilities:
1. Play all 17 minutes at one time, then lead the discussion.
2. Play the first minute, stop the tape, discuss that section, then play the rest of the tape and then discuss it.
3. Play the first minute, stop the tape, and discuss that section. Then play the remaining seven sections one at a time, having discussions between.

Do what feels right to you.

So now, (relax and enjoy) or (here is) "School Success Takes Teamwork, Taming the Homework Monster".

While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, amusement, etc. This information will be useful to you in leading the ensuing discussions.

II. AFTER VIEWING THE VIDEO

Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.

Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other.

Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to lively, informative, meaningful discussions!

FROM THE FIRST MINUTE OF THE VIDEO

1. **What are some of the reasons it is important that students complete and turn in their homework every day?** *Possible answers:* Get better grades, suffer less embarrassment in front of teachers and other students, learn self-discipline, learn to be organized, etc.

2. **Why do you think the author named this tape set** *School Success Takes Teamwork? Possible answers*: Because children need the parents and the teachers working with them in order to succeed.

3. **Who is on the team?** *Possible answers:* The team is mainly the child, the teacher or teachers, teacher assistants, and the parent, parents, step-parents, or guardians. Sometimes others like the professional school counselor, school psychologist, school social worker, home/school liaison, school nurse, principal, assistant principal, or additional significant others in the child's life will join the team for the benefit of the child. *Can your group think of any others?*

4. **What can parents do to encourage this team approach?** *Possible answers:* Set a friendly, positive tone early in the year, respond if the teachers make contact, let the teachers know you're pleased with them, follow-through on the suggestions the teachers make, etc.

FROM THE LAST 16 MINUTES OF THE VIDEO

If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.

Discuss any or all of these suggestions in any order you wish. You may want to take them in chronological order. You may want to let the participants choose which ones they want to discuss. You may want to recall the participants' reactions and choose accordingly.

From "General Suggestions Regarding Homework For Your Children of All Ages"

1. **Mr. Fleming El-Amin made two points regarding the importance of homework. What were they?** *Answers:* Getting into the habit of learning beyond the classroom and gaining confidence in their own abilities. **Can you think of any other ways in which doing homework is important?**

2. **The video showed a father and son working out the homework schedule together. Why is it important that we involve our children in that process? Why not just decide what is best for everyone and then tell the children?** *Possible answers:* If our children feel no investment in the decision, they will be less likely to cooperate. Our children need to feel they have some power or control over their worlds.

3. **The video said that we should arrange the environment so our children can be self-sufficient. What does that mean to you?** *Possible answer:* The ultimate goal is that our children can take care of their own concerns with minimal input from us. Sometimes we hover too much or we make it such that our children really need to keep coming to us for supplies or information. We should set up the study area with all the equipment they might need including a dictionary. That will help them handle more of their homework themselves.

4. **The video said no TV, "No loud music, and no telephone while doing homework." Do you agree with that?** *Answers will vary. You may want to point out that learning styles do vary and some people actually do learn better with music. I've never known anyone, though, who truly did learn better when listening to loud rock music. Have you?*

5. **Think about your own children. Do your children prefer to do homework in a busy place like the kitchen or diningroom? Or, do your children need to be alone where it is quiet? If you have more than one child, you may very well have more than one answer here!** *Answers will vary.*

6. **Anybody here have a "stall master"? You know, this is the kid who can take forty-five minutes worth of homework and make it into three hours and twenty minutes just by sharpening pencils, getting drinks of water, feeding the dog, checking out the funny noise in the attic, looking out the window to see if a tornado is coming, counting the number of baseballs on the bedspread, and it goes on and on. It can drive you crazy, can't it? What has happened to you?** *Answers will vary . If you have a "stall master", you may want to share your own story here.*

7. **Think to yourself: Do your children have:**
   - **a.) an organized, stocked working area?**
   - **b.) an assignment pad of some kind?**
   - **c.) a specific place for finished papers?**
   - **d.) the habit of having everything loaded up and by the door the night before?**

You may want to take polls of this and discuss whether each of these seems important and workable to the group.

8. **Sometimes teachers do give just too much homework. Sometimes the load is only too much for one particular child. Sometimes parents may feel that the homework is just busywork. What should a parent do if any of these happens?** *Answer:* The parent should contact the teacher.

9. **The video showed several excuses that teachers get for why homework isn't completed and turned in. Do you remember what they were?** "I forgot.", "I did it, but I left it on the bus.", "I did it, but somebody took it.", "My baby sister tore it up.", and "I left it in my pocket and my mother washed it." **Are there any other ones you've heard of?** *Answers will vary.*

10. **Whose responsibility is it to see that homework is turned in on time?** *Answer:* It is the responsibility of the child. Depending on the age of the child, the parent may need to guide the child into being organized and responsible, but the bottom line is that it is up to the child.

11. **How many of you have ever allowed yourself to be lulled into doing your child's homework for them instead of helping or checking it? Do you remember the father who ended up doing the math assignment for the high school daughter? Did that help the student?** *Answer:* No. Although the father may have meant well, he was actually stunting his daughter's learning. Kids get more out of homework if you let them do it. **Have you ever noticed that the more you're willing to do, the less your kids are willing to do?** *Discuss.*

12. **What has been your experience regarding letting your children take breaks while they're studying?** *Answers will vary.*

13. **The video said you should not let your children talk on the phone or play with friends during their study breaks. Do you agree with that? Why or why not?** *Answers will vary.*

14. **It is often hard for children to understand that big projects must be broken down into sections so that the final product will be ready on time. One idea is to list all the parts involved in doing a project and then mark them down on a calendar. Then your child can be responsible for keeping on schedule all the way along until the day it's due. Have you had any experience with that? What works for you and your children?** *Answers will vary.*

15. **What ways have you found to reward your child for a job well done?** *Answers will vary.*

From "Suggestions Regarding Homework For Your Child In Kindergarten or First Grade"

1. **What do you do when your children are reading to you and they get stuck on a word?** *Answers will vary.* **The experts disagree too. Some say you should help them sound it out. Some say clues about the meaning are okay. Some say that you should encourage them to use the context of the story to figure it out. And others say you should just tell them the word right away. The important thing is not to let them get too frustrated.**

2. **Has anyone had the experience of sitting down with a child to do math homework and getting the distinct idea that this child has never heard of this kind of math before???** *Discuss.* **Math homework is supposed to be for practicing already-learned skills. What do you think a parent should do if the child is having a great deal of trouble?** *Answers will vary. You may want to steer them toward the idea that they should communicate with the teacher.*

3. **What is a school project for?** *Answers will vary.* **Some parents seem to think a project is an opportunity for mom or dad to release some of their creative juices that have been bottled up for years. It's not. Some think it's time for the Jones family to compete against the Smith family. It's not. It's time for the child to create something with minimal guidance from the parents and to learn something in the process.**

From "Suggestions For Your Children In Grades Two Through Five"

1. **Who can remember what the parent's role is supposed to be at this level?** *Answer:* To help the student know what is expected, to help the student get organized, and to look over the completed assignments.

2. **This is the time when we parents should start to wean our children away from our constant help. We should make it a steady, gradual trip toward independence. Who here finds that easy to do? Who finds it hard to do? Can you share some examples from your own life?** *Answers will vary.*

3. **What do you think is the right way to handle reading homework? Should the parents do all the reading? Should the children do all the reading? Should parents and children alternate stories? Alternate pages? Alternate paragraphs? Should the children read silently and then tell the parent about it? Does the age of the child make a difference?** *Answers will vary.*

4. **What do you think about the idea of a child being given his/her own menu in a restaurant? At what age would you start that? What do you think is good about doing that? Has anyone here done it before?** *Answers will vary.*

5. **Did any of you ever keep a diary when you were a child? Do you think children today are keeping diaries or journals? Should we encourage our kids to do that?** *Answers will vary.*

6. **Barbara Lynn Taylor was talking about a controversy that exists between math teachers. Do you remember what the two sides of the controversy are?** *Answer:* One group wants homework brought in just the way the child does it, thinking they'll correct it in class and then the teacher can see where the students are having difficulty. The other group says that answering incorrectly on homework teaches mistakes, so, they want all papers brought in 100% correct. **Which do you think is right?** *Answers will vary.* **How should you decide which way your children should do it?** *Answer:* Ask your children's teachers.

7. **Let's try to think of some ways we can do math lessons at the grocery store.** *Possible answers:* Find the price of an item (either on the package or on the shelf). Compare one brand to another as to size and price. Compare the store's own brand to a nationally-known brand. Compare the big size of an item to the smaller size, using the cost per ounce. If the order is only a few items, add the prices to get the total cost and then subtract from the amount paid to find the change we should get. *See if your group can think of more.*

8. **What is it that hardly existed when we parents were kids, yet is a big part of the world our children live in today, and will be the center of the world of the future?** *Answer:* Computers.

9. **How many of you have children who already know more about computers than you do?** *Most will.* **Strange feeling, huh? Anybody have some computer stories you'd like to tell the group about?** *Encourage sharing.*

10. **Some families are able to buy home computers. Even if you can't buy one, your children probably have access to a computer at school. Many public libraries also have computers for children to use. Don't miss that chance to keep your children in step with the future!**

11. **Have you ever gone to a school science fair, enjoying row after row of the creativity of little children when all of a sudden------there it is------the blue ribbon winner------and it is <u>perfect</u>------so perfect that you know for sure that it was John Williams, Sr. and not Johnny Williams who did that project? Grrr! What <u>should</u> parents do when their children are assigned projects?** *Possible answers:* Help the child pick a topic, help the child get materials, and help the child "polish it up", still keeping it childlike.

From "Suggestions Regarding Homework For Your Child In Middle School"

1. **What organizational problems have you seen in middle school children?** *Answers will vary.*

2. **What ways would middle schoolers choose to spend their time if they could?** *Possible answers:* Most likely with friends of the same sex or flirting with those of the opposite sex. Some would choose musical endeavors and some would choose sports. *What else?*

3. **Do you think that middle school students are good at organizing their time, setting priorities (that you would agree with!), delaying gratification, and so forth?** *Answers will vary.*

4. **What is your family's daily schedule like? Is it kind of wild? Is it the way <u>your</u> life was when <u>you</u> were a child? How is it different? What effect do you think these differences have on our children today?** *Answers will vary.*

5. **How many of you think that parents of middle school students should know what the assignments are every day and should be sure that they are done? Why do you feel that way?** *Answers will vary.*

6. **Have you noticed how difficult the work is in middle school compared to when we were there? Have you already had the experience of not having the foggiest idea of how to do an assignment? Just remember, the assignment is your child's and not yours. <u>You</u> don't have to be able to do it. Just be sure <u>your</u> <u>child</u> has done it.**

7. **What are some good reasons to ask for a parent/teacher conference?** *Possible answers:* The child's grades are dropping, the child seems to really hate school, there seems to be just too much homework, and so forth.

8. **The video said that we should go into a conference not to complain, but to find solutions together. Let's roleplay some situations here.** *Try to get volunteers for each roleplay. You may need to persuade someone who's "on the edge" of being willing. Let the roleplay run until you feel it should stop. Then be sure the group claps for the participants. Then debrief what happened. Talk about what other ways it could have gone.*

a.) **A mother comes to the teacher angry that her son is getting so much homework that he may have to drop off the football team.**

b.) **A father approaches the teacher saying, "What's the matter with you? My daughter always made A's in every other class and now she's getting C's and D's. What's wrong with you?"**

c.) **A mother says to the teacher, "I am really concerned. Sarah keeps coming home saying that she hates school and that nobody likes her. I don't think it was this way last year and I just don't know what to do. Do you have any ideas?"**

d.) **A father says, "It is taking Joshua at least four hours every night, and sometimes longer, to get his homework done. It's draining him and frankly the rest of the family, too. Do you know what's going on here?"**

9. **What examples have you seen in your own home or heard about in others' homes about teenage rebellion?** *Answers will vary.* **What was it like for you and your parents? Do you think rebellion is "a normal and necessary part of growing up"?** *Answers will vary.* **The experts say that it is important for teenagers to rebel against the beliefs and the ways of their parents so that they can establish their own identities. What do you think?** *Answers will vary.*

From "Suggestions Regarding Homework For Your Children In High School"

1. **Most high school students look pretty grown up and responsible. Are they all equally responsible and able to be independent?** *Possible answer*: Looks can fool you. High school students may still need help with organization, decision-making, and responsibility. If they have a long way to go, and a short time to do it, these areas need to be top priorities, or your children will leave your home unprepared to function successfully in the world. Take them from where they are, and move them ahead to where they need to be.

2. **What activities are high school students involved in? Think of it this way: how do you think most high school students want to spend their time and what should they be doing?** *Possible answers*:

Wants: "Hanging out", talking on the phone, eating, dating, exercising, doing sports, listening to music, watching MTV, watching TV and videos, and taking lessons like music, karate, or dance.

Shoulds: Going to class, doing homework, completing projects, doing chores around the house, working at jobs, and sleeping (or should that one be up above???)

3. **That list is pretty extensive. How do they get it all done?** *Possible answer:* They might not. This is where you should step in and help them organize their time. Don't just tell them what to do and when. Not only will you meet with resistance, but it is not teaching them to be independent and responsible when they leave you. And that's what successful parenting is all about. Work on it together cooperatively.

4. **High school students are often asked to do research papers. What do you think your role should be in doing those?** *Possible answers:* Help your children get the research materials at the library, or wherever is required. Help your children develop a timeline so it will be done on time. Before the final draft is done, check for grammar, spelling, and punctuation. Other than these, let your children do their own work.

5. **If your child started having some real tough times what would you do to help?** *Possible answers:* Do my best to listen and help my child solve the problems. If it became clear that I just wasn't the right one to help, I'd try to get some help from the school counselor, a friend, a relative, our minister, or even a psychologist or psychiatrist. *See if your group has any other ideas.*

From "But What If They Just Won't Do Their Homework?"

1. What do you think is the first thing most parents do when they find out that their child isn't turning in homework? Let's do a role play to show that. *By now, your group should be pretty warmed up and there should be at least two people who will take a risk with you. Let them decide who will be the parent and who will be the child. Give them a moment to communicate and then let them start with the way they think it would go. Be sensitive to when you should stop it and begin applause. Thank them. Debrief what they did. Chances are, they will have shown an angry parent yelling at the child. Discuss that. If that is not what they did, discuss the way they did depict it.*

2. **The video said that parents should be troubleshooters. Let's see if we can remember the nine ideas you should look into.** *(These are not the ten items listed on the graphic under "Check To See Where The System Is Breaking Down". We'll go over that in a few minutes.)*

a.) Have a talk with your child and really listen.
b.) Find out what the teachers think.
c.) Check your child's vision and hearing.
d.) If your child isn't feeling well, have a doctor check him/her out.
e.) Be sure you have school supplies.
f.) Figure out the best homework schedule for your child.
g.) Decide about study breaks for your child.
h.) Think about whether you are showing that you think homework and school are important.
i.) Have you considered whether your child might even have a problem such as a learning disability or Attention Deficit Hyperactivity Disorder? If you have, see the teacher, professional school counselor, school psychologist, or private practice clinical psychologist.

3. *Distribute the handout called, "Check To See Where The System Is Breaking Down".* **Let's take a look at it.** *Go through the handout, discussing each one as you see fit. Urge the parents to take this home and use it if ever the homework monster attacks at their house.*

From "And a few more ideas....."

1. **Does your family sit down together at the dinner table? If not, why?** *Discuss.* **If yes, what does your family typically talk about at the dinner table?** *Answers will vary.* **Does your family talk about the day's events including homework assignments?** *Answers will vary.*

Often work schedules, sports practices, lessons, and whatever get in the way of a family dinner. Many families place a very high priority on spending that time together every night. What do you think? *Answers will vary.*

2. **What do you think we parents can do to teach our children to respect adults?** *Possible answer:* First of all, be a model worthy of respect. Be honest, kind, thoughtful, and loving. Secondly, live by the old adage, "If you can't say something nice about someone, don't say anything at all." Instead, look for the good in everyone. Third, treat your children with respect by asking for and considering their point of view, by knocking at their door, by listening to them, and by loving them.

3. **Do you think students do better in school when they show respect for the adults at the school?** *Answers will vary. Teachers say they do.*

4. **The video said, "Teachers can spot the children who do chores at home because they do better schoolwork." What do you think about that?** *Discuss.*

5. **Have you ever noticed that many parents take their children someplace and then do all the talking for the children, as if the children are not even there? For example, the librarian will ask the father, "Does she want to check out a book?" or the sales clerk will ask the mother, "Does he want to buy something?"** *Discuss.* **Our children will grow in independence and responsibility if we <u>teach</u> them how to take care of their own business and then <u>let them do it</u>.**

6. **What are some of the ways we can recognize our children's accomplishments?** *Possible answers:* Sing the children's praises to someone else like a friend or relative, keep scrapbooks, frame their own drawings and hang them on the wall, display their good school papers somewhere prominent like on the refrigerator or closet doors, display trophies or ribbons they win, and hang team, class, or other group pictures on the wall.

7. **How do you think you will feel the day your child graduates?** *Possible answers:* thrilled, delighted, happy, exhausted, scared, worried, sad, lonely, proud, excited, etc.

III. CONCLUSION

1. **Now we have reviewed (some of, many of, or all of) the suggestions from the video and you have written down some notes about you and your children on "My Personal Plan".**

2. **First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself.**

3. **Now look to the right side at the list of ideas you are going to try. None of us can make lots of changes all at once, so take a moment to prioritize your list.**

4. **Put a number 1 next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc. Jot down the name of the child you think especially needs each idea.**

5. **Plan to work on one new goal each week. Are you willing to make a commitment to <u>yourself</u> tonight?** *(Pause)* **Would you also be willing to make a commitment to <u>someone else</u> in this room?** *(Pause)* **If you would, then do it now. Yes, really. It will help you to keep your promise.**
(Give the participants a chance to promise to someone else that they're going to work on a specific suggestion.)

6. **When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to <u>keep on trying</u>.**

Best wishes!

We hope you enjoy successful parenting !

You may want to suggest to your workshop participants that they purchase their own copy of the "School Success Takes Teamwork: Taming The Homework Monster" video so they can review it periodically, and so they can share it with the other adults in their child's life. You may also want to make your participants aware of the other tapes in the SUCCESSFUL PARENTING *series: "Self-Esteem is the Key", "Communication is Crucial", "Discipline Makes the Difference", and "School Success Takes Teamwork: The Basics". The tapes on self-esteem, communication, and discipline are also available in Spanish. In addition to these videotapes, we have developed a workbook for parents covering self-esteem, communication, and discipline which is written on a third to fourth grade reading level. The workbook has also been recorded on audiotape.*

For more information or to order, please contact:

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Thank you again for using this videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and other materials in the SUCCESSFUL PARENTING *series.*

We welcome any comments, concerns, or suggestions regarding this tape, this Facilitator's Guide, or our general concept and how it worked for you. We'd also love to find out about the specific ways you've used our materials. Success stories keep us going!

Please do let us hear from you. Thanks!

Barbara Lynn Taylor

SCHOOL SUCCESS TAKES TEAMWORK

Taming The Homework Monster

CHECK TO SEE WHERE THE SYSTEM IS BREAKING DOWN

_____1. How is the teacher telling the homework assignments?

_____2. Is your child writing the assignments down on an assignment pad or on a sheet of paper in a notebook?

_____3. Is your child bringing home the needed books and papers?

_____4. Does your child have time in his/her schedule to do the homework?

_____5. Are you supervising the homework? Is it possible that you are overscheduled with responsibilities of home and work?

_____6. Could your child be trying to get your attention by not doing homework?

_____7. Does your child have a quiet place to work where brothers and sisters will not be a bother?

_____8. Does your child place the finished work in a certain place like in a folder or in a notebook?

_____9. Does your child get the work back to school, or could something be happening to it on the way?

_____10. Is your child turning it in at the right time?

If you've checked all these out, fixed each one, and you've decided that your child just isn't trying hard enough, have a talk with your child. Work with the teachers to set up a contract, a chart, or some other kind of system of positive and negative consequences. These are described in Part Three of this series: *Successful Parenting*, "Discipline Makes the Difference".

My Personal Plan

THINGS I ALREADY DO WELL	*THINGS I'M GOING TO TRY*